

Cunningham Elementary School



OVERVIEW

Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. Positive school climate has been associated with fewer behavioral problems for students and increased achievement levels for students (Marshall, n.d.). According to Brian Perkins of the National School Boards Association (2006), research shows that improved school climate contributes to a variety of positive outcomes including higher student achievement, higher morale among students and teachers, fewer student dropouts, reduced violence, better community relations, and increased institutional pride. For these reasons, it is important to examine your school's student climate survey results to identify areas in which your campus climate is strong and areas in need of improvement.

This report summarizes the responses from your school's AISD Student Climate Survey over the last three years, and provides the current year results for all AISD schools at your level. The climate survey measures three dimensions of a school's overall climate, called Behavioral Environment, Adult/Student Interactions, and Academic Environment. Each of these three dimensions is made up of several similar concepts that are measured with groups of related items, or subscales.

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2006-2007

		# of Participants	Response Rate
Cunningham	06-07	215	91.9%
All Elementary Schools	06-07	16,108	84.8%

Source: Response rates are based on Fall 2006 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, ACES, Rosedale, and Clifton.

Average response scores for your campus over the last three years and for all schools at your level this year are presented below for the climate dimensions and their corresponding subscales. Higher average scores indicate a more positive school climate.

Average Dimension and Subscale Scores

<i>Dimension and Subscale</i>	Cunningham	Cunningham	Cunningham	All Elementary Schools
	04-05	05-06	06-07	06-07
Behavioral Environment	2.88	2.90	3.45	3.33
	2.55	2.52	3.18	3.04
	3.06	3.11	3.70	3.60
	3.14	3.17	3.57	3.46
Adult/Student Interactions	3.33	3.30	3.63	3.57
	3.29	3.33	3.53	3.48
	3.36	3.27	3.71	3.63
Academic Environment	3.37	3.38	3.52	3.52
	3.62	3.66	3.86	3.81
	3.29	3.29	3.43	3.44

Note: Scores may range from 1 (lowest) to 4 (highest). Up arrows indicate statistically meaningful increase (based on Cohen's D calculation of effect size) from the previous year; down arrows indicate statistically meaningful decrease from the previous year.

<i>Behavioral Expectations Items</i>	Cunningham 04-05	Cunningham 05-06	Cunningham 06-07	All Elementary Schools 06-07
				3.36
				3.82
				3.58

Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>	Cunningham	Cunningham	Cunningham	All
	04-05	05-06	06-07	Elementary Schools 06-07
4. Teachers at this school care about their students.	3.68	3.64	3.92	3.88
5. Adults at this school listen to student ideas and opinions	3.29	3.14	3.40	3.49
6. Adults at this school treat all students fairly.	3.22	2.98	3.63	3.59
7. The staff in the front office show respect to students.	3.63	3.52	3.86	3.81
10. The school rules are fair.	3.12	3.12	3.63	3.53
11. The consequences for breaking school rules are the same for everyone.	3.36	3.12	3.58	3.45
39. I get the grades I deserve on my class work.	3.32	3.35	3.70	3.63
40. My teachers are fair with students.	3.37	3.28	3.77	3.64
41. My teachers are fair to everyone.	3.38	3.36	3.83	3.65
Adult Fairness and Respect Average	3.36	3.27	3.71	3.63

ACADEMIC ENVIRONMENT

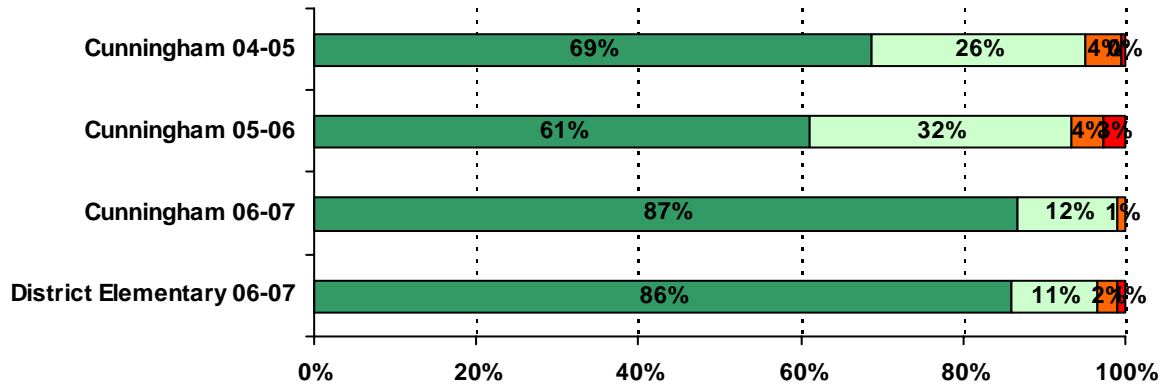
A total of fourteen items measure the rigor of academic expectations and students' sense of academic

<i>Academic Self-Confidence Items</i>	Cunningham	Cunningham	Cunningham	All Elementary Schools
	04-05	05-06	06-07	06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.32	3.27	3.27	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.18	3.18	3.20	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.19	3.26	3.23	3.20
32. I can reach the goals I set for myself.			3.42	3.48
33. I can work well in groups.	3.27	3.29	3.34	3.43
25. I feel/felt well prepared for TAKS.	3.41	3.38	3.54	3.57
30. My teachers show me how to know if my work is good.	3.33	3.34	3.70	3.64
34. I can tell if my work is good.				
Academic Self-Confidence Average	3.29	3.29	3.43	3.44

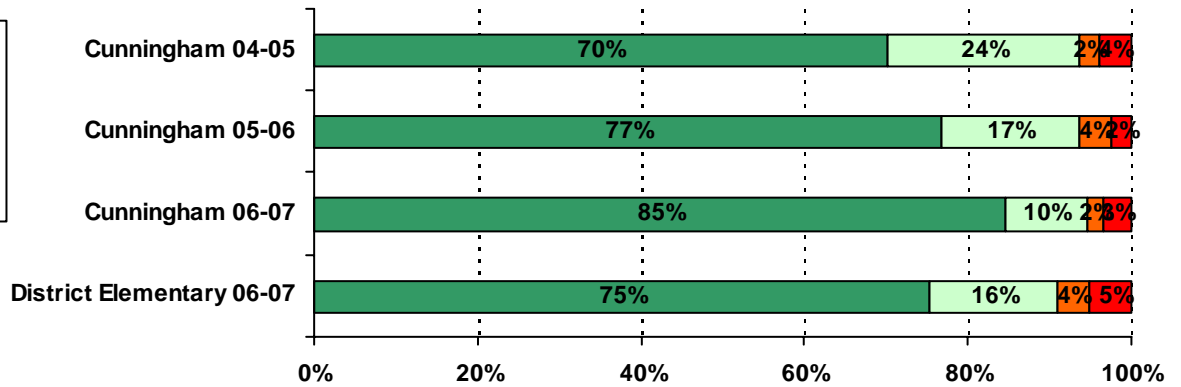
4. Teachers at this school care



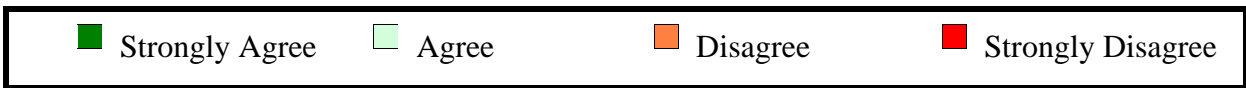
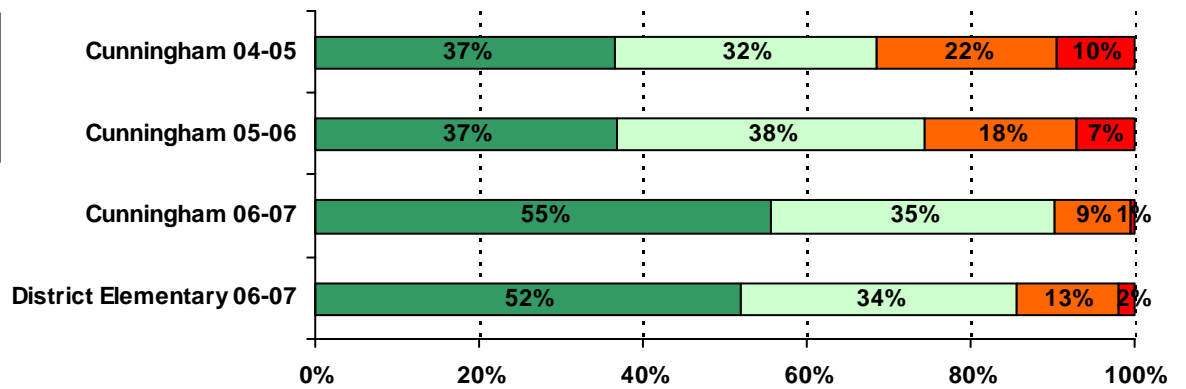
7. The staff in the front office show respect to students.



8. There is at least one adult at my school who I can go to if I have a problem.

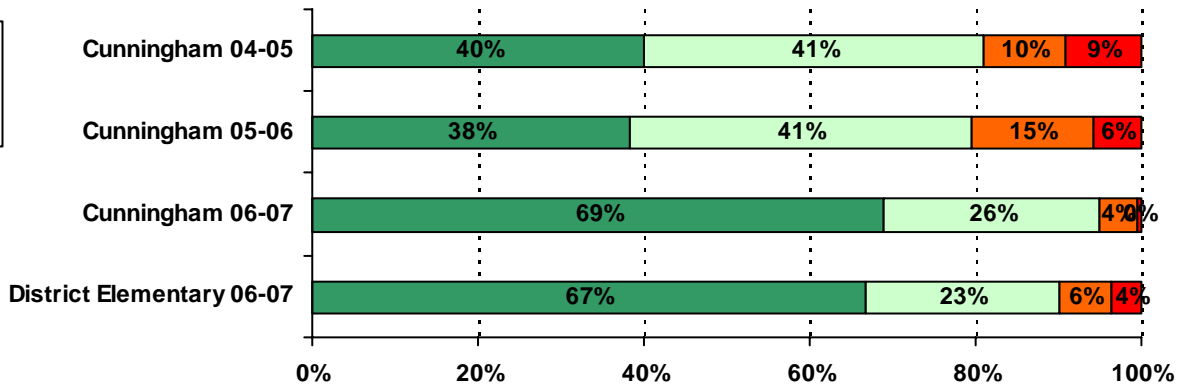


9. Everyone knows what the school rules are.

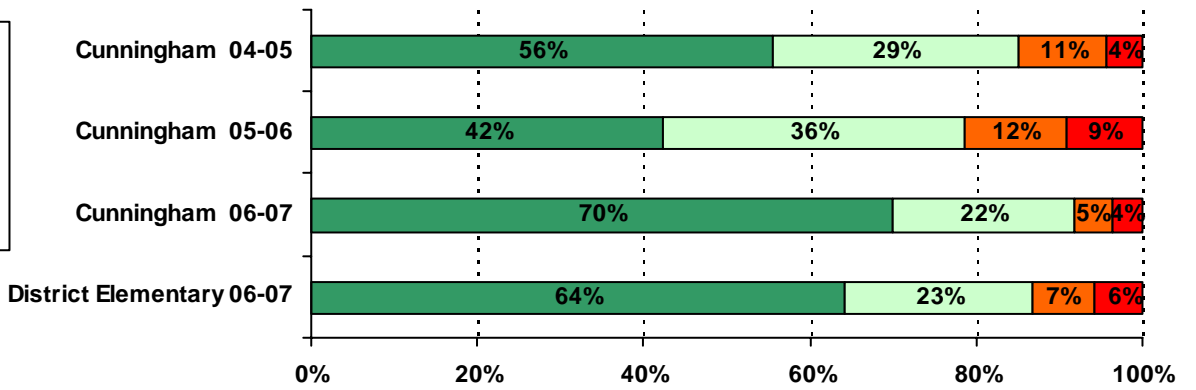


Note: Item 8 is not part of a climate subscale or overall climate dimension. It is incorporated into the survey to achieve other AISD-specific purposes (e.g., Board Results monitoring).

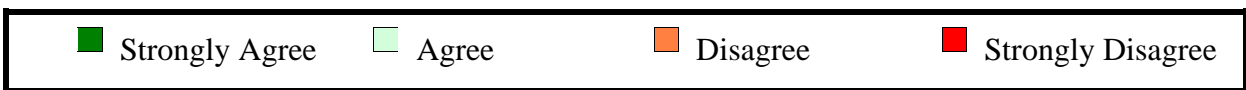
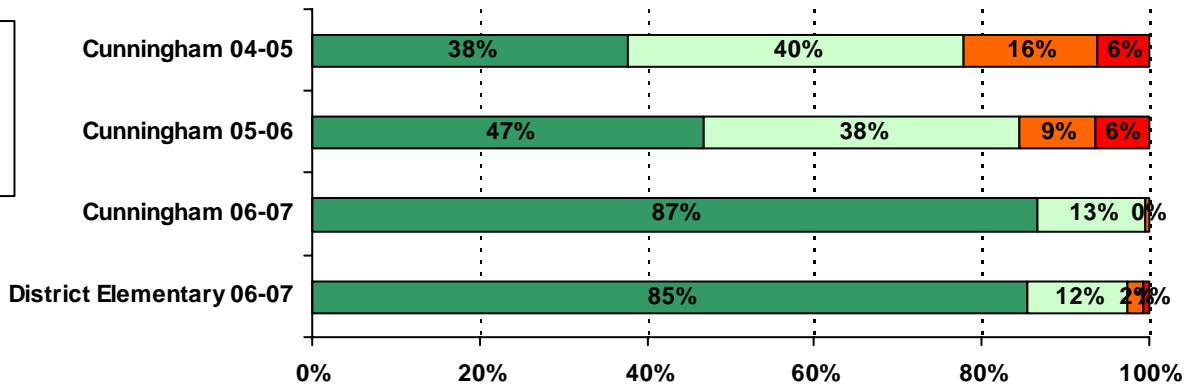
10. The school rules are fair.



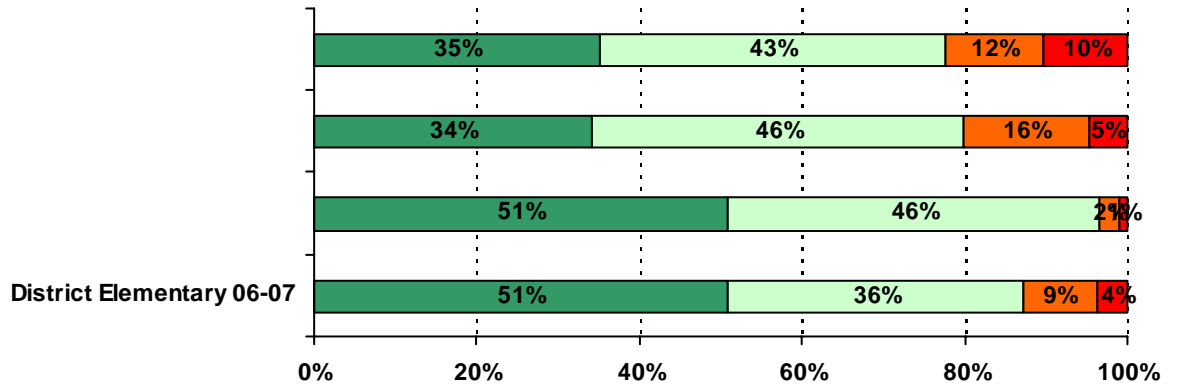
11. The consequences for breaking school rules are the same for everyone.



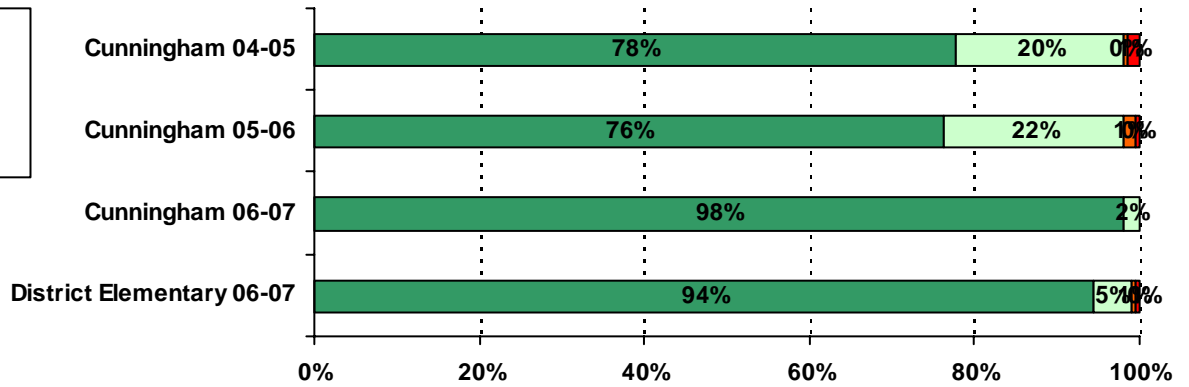
12. My teachers always make sure that students follow the rules.



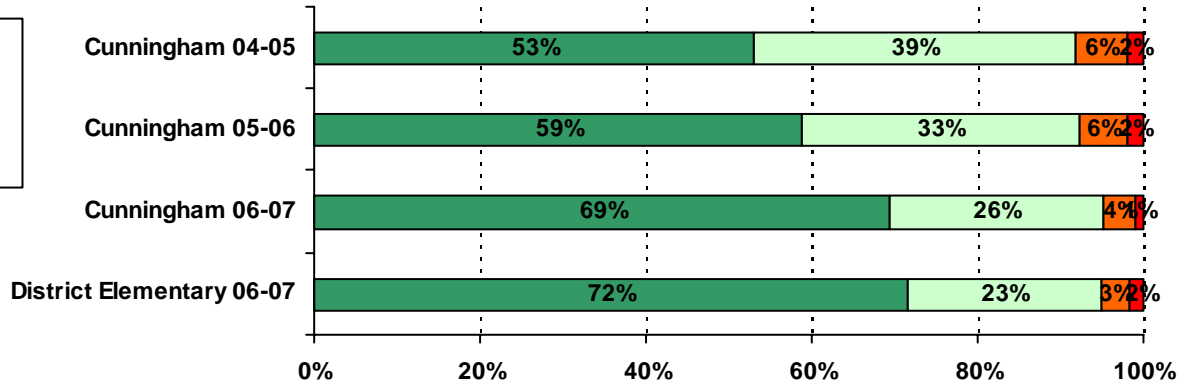




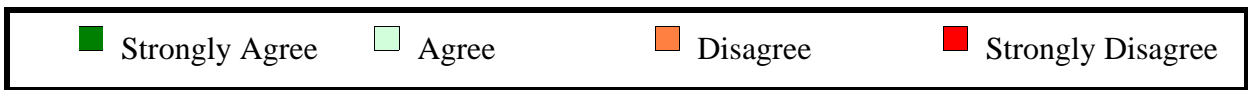
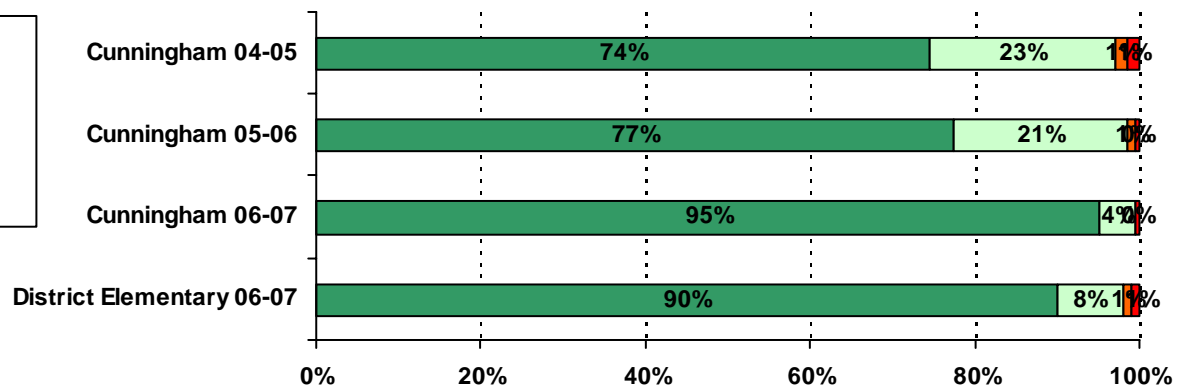
19. My teachers expect me to do my best work.



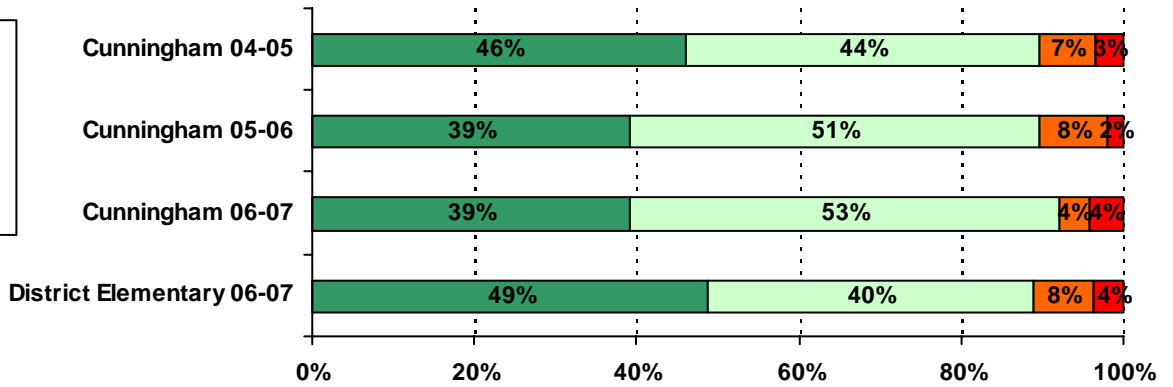
20. My teachers challenge me to do better.



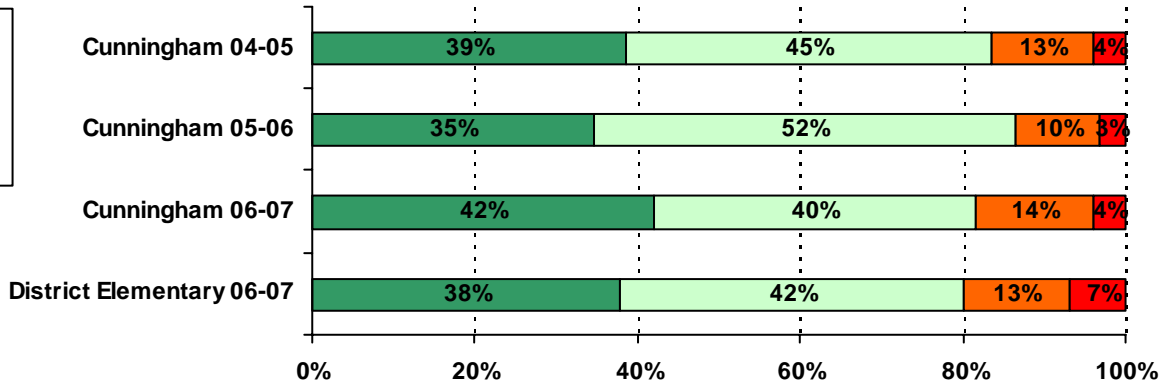
21. My teachers expect me to finish my homework on time.



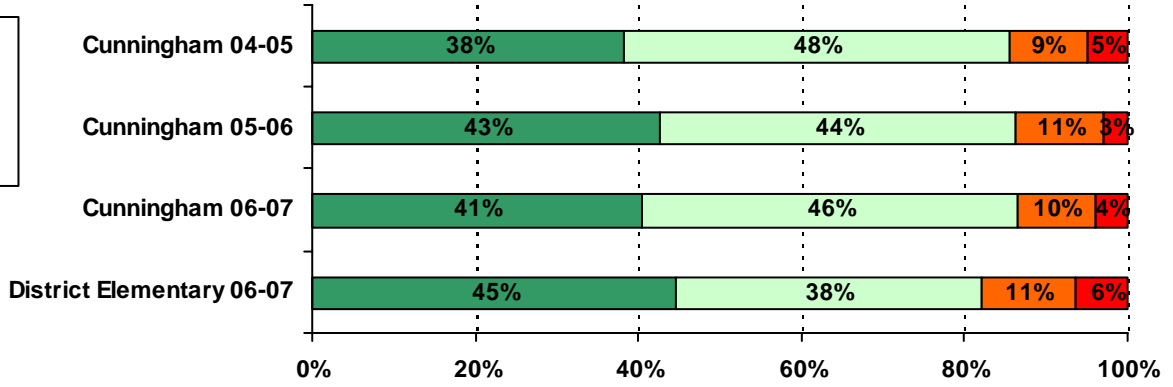
22. I can listen well and understand the thoughts and feelings of other students.



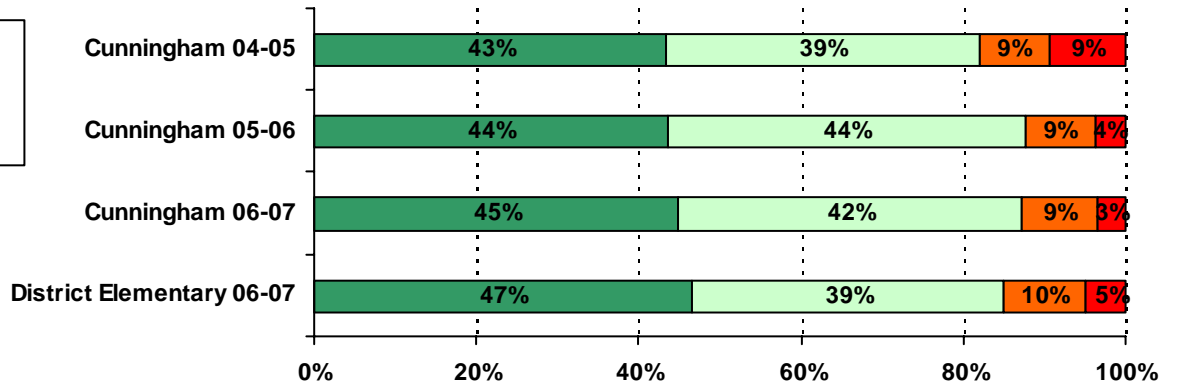
23. I can explain my thoughts and feelings clearly in discussions.



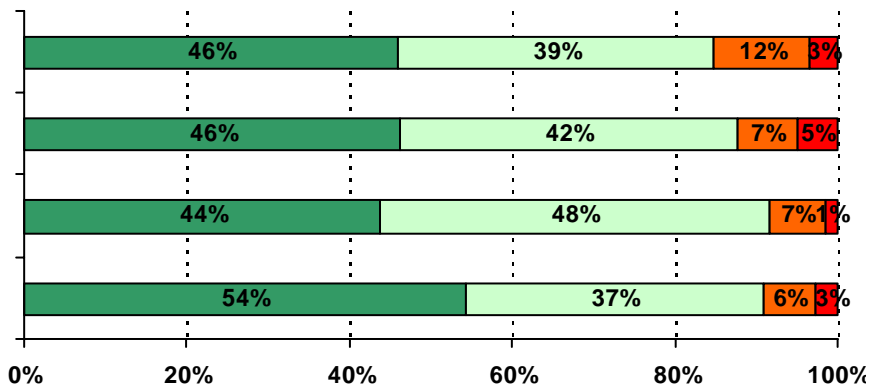
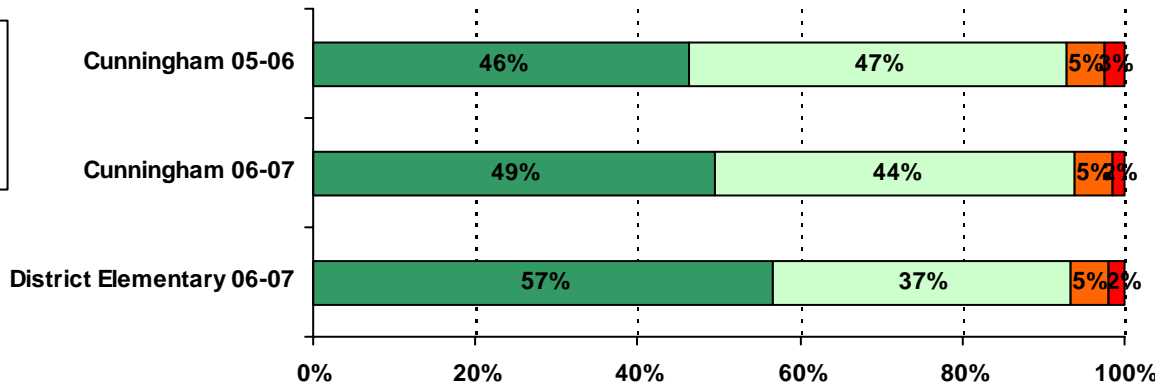
24. I can explain my thoughts and feelings clearly in writing.

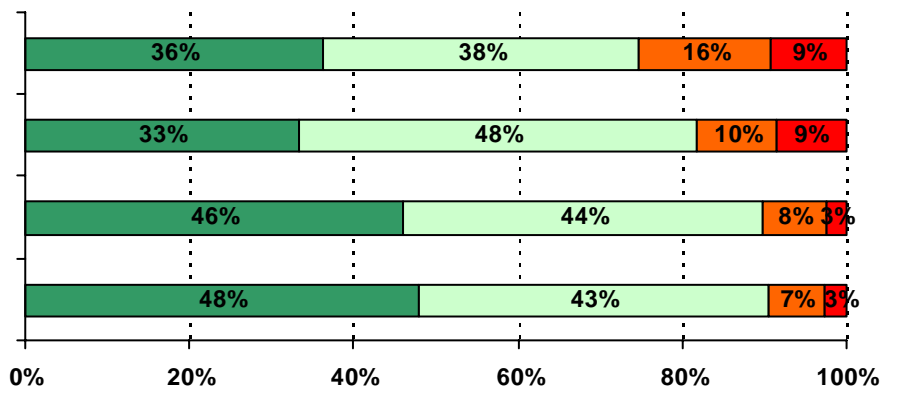


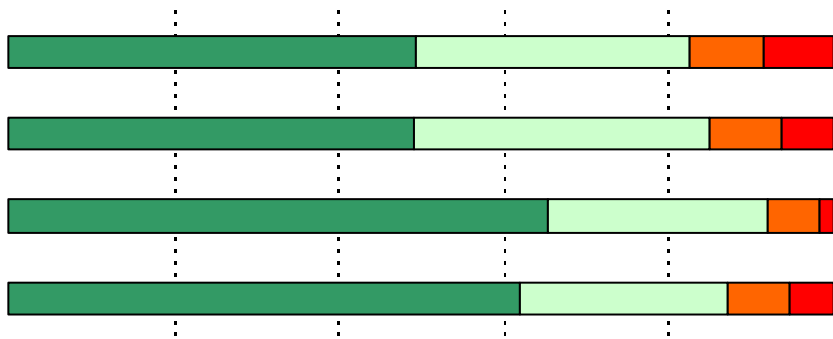
31. Teachers give rewards or praise for good work.



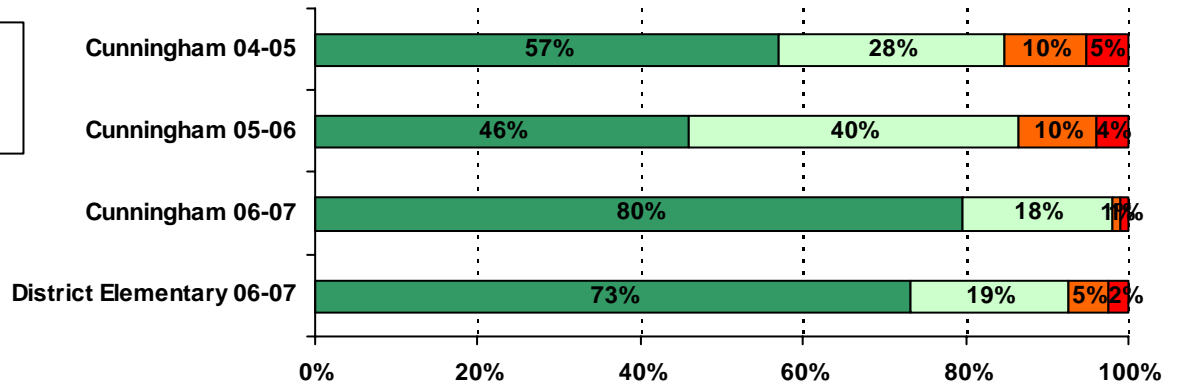
32. I can reach the goals I set for myself.



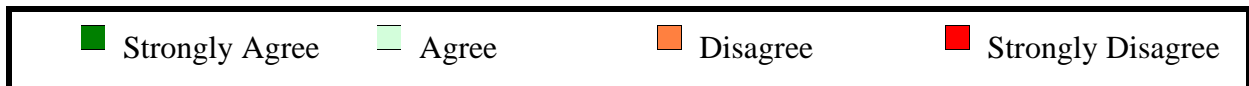
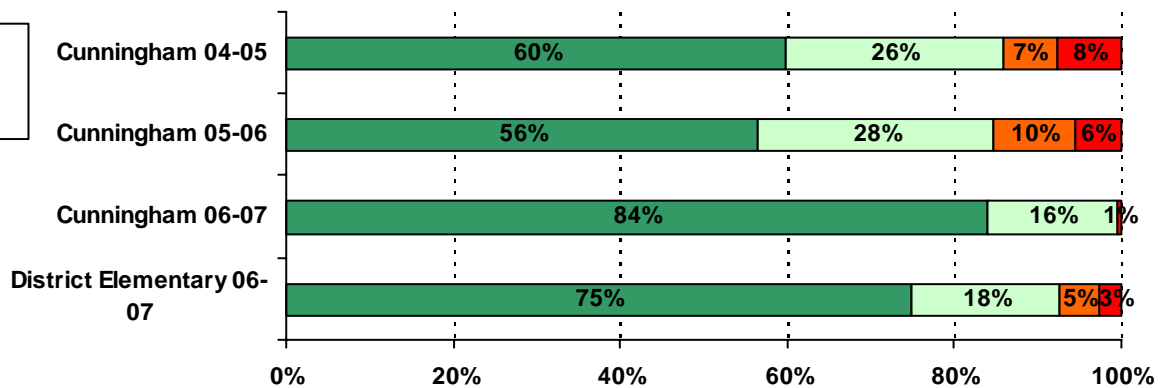




40. My teachers are fair with students.



41. My teachers are fair to everyone.



REFERENCES

Perkins, B. K. (2006). Where we learn. National School Boards Association. Alexandria, VA.

Stover, D. (2005). Climate and Culture: Why your board should pay attention to the attitudes of students and staff. American School Board Journal, Vol. 192, 12.